



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Grade Two Spanish
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Grade Level(s):	Second Grade
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Duration:	<i>Full Year:</i>	on a three school rotating schedule	<i>Semester:</i>		<i>Marking Period:</i>	
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Course Description:	The Second Grade world language program follows a proficiency model of a Novice learner. Units were created to integrate/align with the health, science and social studies standards so students would learn Spanish in context. All students will be able to engage in meaningful conversation, to understand and interpret spoken and written language and to present information, concepts and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.					
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Grading Procedures:		Novice MID	Novice HIGH	Intermediate LOW
	Interpersonal Communication	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information, about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions by asking and answering simple questions.
	Presentational Speaking	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.
	Presentational Writing	I can write lists and memorized phrases on familiar topics	I can write short messages and notes on familiar	I can write briefly about most familiar topics and present

			topics related to everyday life.	information using a series of simple sentences.
	Interpretive Listening	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.
Primary Resources:	NJ WL Standards webpage, Second Grade curriculum for science, health and social studies, authentic resources, bilingual children's books.			

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

NJ World Language Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

- NJ World Language Vision:** An education in world languages fosters a population that:
- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
 - Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
 - Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

WTPS WL Goal: By the time students reach their Senior year, they will pass the Seal of Biliteracy.

Designed by:	Jennie Nilson
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Under the Direction of:	Gretchen Gerber, Director of Elementary Curriculum and Instruction
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Written:	Rosemarie Armstrong
Revised:	Jennie Nilson, July 2021
BOE Approval:	

Unit Title: My house/The White House

Unit Description:

Students will learn vocabulary related to their home and the items in their home. They will compare and contrast with the White House since students will be doing a virtual tour of the White House in their Social Studies unit.

Unit Duration: one marking period

Desired Results

Standard(s):

Interpretive Mode of Communication

Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpretive:

Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal:

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational:

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

The World Language curriculum supports the following NJSL ELA standards:

NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure RL.K.4. Ask and answer questions about unknown words in a text. RL.K.5. Recognize common types of texts (e.g., storybooks, poems). RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Science, Health, and Social Studies Kindergarten units are also supported in this curriculum.

Interdisciplinary Connections

Indicators:

[ELA / WL Alignment](#)

Science

<https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf>

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI) Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA)

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-

competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

Integration of 21st Century Skills

Indicators:

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Focus on standards 9.1, 9.2 and 9.4

For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem solving

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness

To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders.

Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.

- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

World Language Indicators:

Interpretive: The Novice-Mid language learner understands and communicates using a variety of words, phrases and memorized expressions and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal: The Novice-Mid language learner understands and communicates a variety of words, phrases and memorized expressions to independently:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational: The Novice-Mid language learner understands and communicates a variety of words, phrases and memorized expressions to independently:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural Content Statement(s): Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Understandings:

Students will understand that...

- There are similarities and differences in their home environments and that of the target culture(s).
- They can identify rooms and items in their home environments even with a limited vocabulary. They can also state that “there is/there are” various rooms and household items in the home environment.
- They can describe quantity of rooms and household items.
- They can make connections with their Social Studies lessons and integrate Spanish vocabulary when learning about community.

Essential Questions:

- How can I relate what I am learning about my community to Spanish speaking communities?
- How can I be appreciative, respectful and inclusive of those communities and those differences?
- What are various ways I can describe in Spanish concepts of housing, rooms and household items that I am learning in English?
- What are similarities and differences in various homes in my culture(s) and Spanish speaking cultures?
- What are similarities and differences that I see in the actual Spanish words used to indicate rooms and household items to the same words I use in English?
- How can I benefit from the mindfulness practices I am learning in my 2nd grade classroom in Spanish?

Assessment Evidence

Performance Tasks:

- Mindful breathing and focus practices
- Review of common greetings and introduction
- Using our describing vocabulary to describe our house
- Household item vocabulary match game
- Haber and Hay
- Numbers 1 – 30
- Online games and practice with numbers,
- Greetings, leave taking and pleasantries.
- Concentric circles, rotating inside circle as students ask about state of being and names.

Other Evidence:

- Exchange of greetings and pleasantries through interpersonal activities in small groups and pairs, using puppets.
- Exit passes
- Pictionary
- Matamoscas
- TPR
- White Board responses
- Quizlet/Quizzit
- Socrative
- Role Plays
- Academic Games
- Headbandz game with classroom objects
- Video games/Youtube using vocabulary
- Songs
- Chants
- Drawing
- Matching
- Sorting
- Vimeo, Animoto.com, video photobooth, MoMa, Tellegami
- Haiku Deck, Prezi, Google Slides

Benchmark

Assessing Performance

Based on instruction: Describes what the language learner can demonstrate based on what was learned

Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts

Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned

Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices.

Assessing Proficiency

Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired

Spontaneous: Tasks are non-rehearsed situations

Broad content and context: Context and content are those that are appropriate for the given level

Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

Integrated Performance Assessment with Can-Do statements Matching parts of a house, Participating in Simon says game Identifying color and size of houses, drawing a house

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.

- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Learning Plan

Learning Activities:

Listen to [household items](#), [bedroom](#), [kitchen items](#) then play the Listening Challenge in top right corner of each page.

PowerPoints of household vocabulary such as rooms and household items.

Physical models of houses and rooms.

Overview of the White House and cognates of government and officials.

Quizlet, Quizziz and Kahoot practice of household concepts.

Listen to [numbers 1-10](#) then drag and drop.

Sing [10 canguros](#).

Listen to the numbers on [Digital Dialects](#) then play a simple math [game](#).

Listen to numbers to a [a billion!](#)

Snakes and Ladders board game of numbers.

Number bingo and number songs.

Four Corners game.

Watch [Colores de las casa en Colombia](#)

Resources:

Teacher can use video clips from Foreign Language for Kids by Kids 3rd and 4th grade program with continent info/snippets for countries

The following resources can be used for the entire curriculum:

Eat, Sing and Dance Tacos – all volumes on CD

100 Reproducible Activities Spanish Elementary, Instructional Fair, Inc.

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[The Five C's](#)

[Ohio Model Curriculum](#)

[American Association of Teachers of Spanish and Portuguese](#)

[Real Academia Española](#)

[World Culture Encyclopedia](#)

[Audiria – Free Audio Texts](#)

[AulaDiez – Online Grammar And Vocabulary Exercises](#)

[Bowdoin College – Online Spanish Grammar Explanations](#)

[CAPL – Culturally Authentic Images](#)

[CARLA](#)

[CIA – Facts About Countries Around The World](#)

[Class Tools](#)

[Colby College – Culture and Grammar Instruction](#)

[Creative Language Class](#)

[Culture Crossing](#)

[Destinos – Video Series](#)

[¿De Verdad? – Spanish Videos and Lessons](#)

[Digital Dialects](#)

[Discovery Education and Streaming](#)

[EdPuzzle – Cut Down Videos and Insert Comprehension Questions](#)

[FLENJ](#)

[FLTEACH](#)

[FluencyProf – Listening Comprehension Activities](#)

[For Spanish Teachers – Worksheets, Music, Videos, etc.](#)

[FORVO – Speak with Native Speakers from Around the World](#)

[Fotobabble – Share and Narrate Pictures](#)

[Fun For Spanish Teachers – Cultural Resources](#)

[Game Board](#)

[Glogster](#)

[Haverford Township Schools – Integration of Authentic Materials](#)

[I Love Languages](#)

[Instituto Cervantes](#)

[Instructional Resources – Learning Scenarios](#)

[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises

[Language Guide – Vocabulary Lessons with Pronunciation and Practice](#)

[Languages On Line](#)

[Lang Media – Video Clips](#)

[Language Magazine](#)

[LANIC – Latin and South America Resources](#)

[Learn A Language – Comprehensive Lessons, Games and Activities](#)

[Learner.org – Integrated Lessons for the World Language Classroom](#)

[Lingolex](#)

[Lingorilla – Video Clips and Interactive lessons](#)

[Lingt – Create speaking exercises for your students](#)

[Lingus – Videos for all levels](#)

[LiveBinders](#)

[Live Worksheets](#)

[Lyrics Training](#)

[Más Arriba – Online Workbook](#)

[Me Encanta Escribir En Español – Worksheets and Writing Activities](#)

[Mis Cositas – Cultural Videos](#)

[Mi Vida Loca – Video Series](#)

[My Languages - Grammar Guides and Short Vocabulary quizzes](#)

[My Language Exchange](#)

[Mi Mundo En Palabras](#)

[Musical Spanish – Music Videos and Interactive Activities](#)

[NCLRC](#)

[Neil Jones](#)

[Picture Dictionary](#)

[PicLits - Pick An Image From Selection Then Writes – \(Use Freestyle Choice To Change Language\)](#)

[Poll Everywhere](#)

[Portal De Educación](#)

[Poster My Wall – Online Poster and Flyer Maker](#)

[Professor Garfield](#) - Read and Listen to Children's Stories and Create Their Own Comics

[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)

[Scholastic](#)

[Señor Belles](#) – Videos and Worksheets

[Señor Wooly](#) – Music and Videos

[*Using Señor Wooly In Your Classes](#)

[Shelby County Schools World Languages](#)

[Spanish Language Exercises](#) – Juan Ramón de Arana

[Spanish Language and Culture](#) - Barbara Kuczun Nelson

[Spanish Learning Lab](#) – Free Communicative Lessons / Free Listening Exercises

[Spanish Listening](#) – Videos and Recordings of Native Speakers

[Spanish Plans](#) – Comprehensible Input

[Spanish Playground](#) – Videos, Music, Readings and Interactive Link

[Spanish Proficiency Exercises](#) - Podcasts and Video Clips of Native Speakers (University of Texas at Austin)

[Spanish Town](#) – Videos and Interactive Lessons

[Spanish Unlimited – Video and Culture Lessons](#)

[Spanish Vocabulary Drills](#)

[Tackk – Authentic Resources for Spanish Class](#)

[Teacher's Discovery and Carlex – Video Worksheets](#)

[TES – Lesson Plans and Activities](#)

[The Comprehensible Classroom – Best Practices Strategies and Resources for the World Language Classroom \(Martina Bex\)](#)

[Today's Meet – Creat Chat Rooms](#)

[Trabalenguas – Great For Pronunciation Practice \(www.teacherspayteachers.com\)](#)

[Travel and Culture – Video Worksheets](#)

[Voice Thread](#)

[World Language Classroom](#) – Resources and Activities

[World Stories](#) – Stories From Around The World

[Yabla](#)

[Zambombazo – Zachary Jones's website](#)

[Newspapers and Magazines](#)

[Ahora](#)

[BBC - en español](#)

[CNN en español](#)

[El Gancho](#)

[El Sol](#)

[iCulture](#)

[iCulture – User Guide](#)

[IPL](#)

[MIT Humanities Library](#)

[NewsEla \(Spanish Text Sets\)](#)

[News Link](#)

[PaperBoy](#)

[People En Español](#)

[Prensa Latina](#)

[Revista Credencial](#)

[¿Qué tal?](#)

[Habla](#) - Short Articles, Exercises and Vocabulary Lists

[Veinte Mundos](#)

World Stories – Stories From Around The World

Writing Prompts

[Writing Prompts Spanish \(FREE\)](#)

[Writing Prompts in English and Spanish \(FREE\)](#)

[Foreign Language Writing Project](#)

[20 Spanish Writing Prompts \(FREE\)](#)

[25 Spanish Writing Prompts \(FREE\)](#)

[QR Codes Writing Prompts](#)

[Roll A Story \(FREE\) – Needs to be adapted to level teaching](#)

[PostCard Template \(FREE\)](#)

Online Activities

[BBC Languages](#)

[Conjuguemos](#)

[Kahoot](#)

[Lingt – Create speaking exercises for your students](#)

[Poll Everywhere](#)

[Puzzle Maker](#)

[Socrative](#)

[QR Code Activity Generator](#)

[Quizlet](#)

[Quia](#)

[Vidoele](#)

[Yabla](#)

Presentation Software

[Blogger - Blog](#)

[Book Creator \(for writing stories and or essays\)](#)

[EdDraw – Visulation Solutions \(Charts and Diagrams\)](#)

[EdPuzzle – Cut Down Videos and Insert Comprehension Questions](#)

[Fotobabble – Share and Narrate Pictures](#)

[Glogster](#)

[Haiku Deck](#)

[iMovie](#)

[Keynote](#)

[Lingt – Create Speaking Exercises For Your Students](#)

[Live Journal - Blog](#)

[Padlet](#)

[Poster My Wall – Online Poster and Flyer Maker](#)

[Prezi](#)

[SeeSaw – Digital Portfolio](#)

[Storify](#)

[Storyboard That - Create Stories](#)

[Today's Meet – Create Chat Rooms](#)

[Twitter](#)

[Twister \(Fake Twitter\)](#)

[Vocaroo – Voice Recording Device](#)

[Voice Thread](#)

[Voki – Create an Avatar](#)

[Wordle](#)

Radio Stations from Around the World

[Ambulante](#)

RTVE.es

Rubrics

[PALS Rubrics](#) - By Level

[FLENJ Rubrics](#) – By Level

Stations

[Chat Stations](#)

[Reading Stations](#)

[Using Centers and Stations to Teach World Languages](#)

[Spanish Music Appreciation Stations](#)

[Stations: Description Unit](#) – Gives a good general idea of how stations work

[Listening Stations / Centers Task Cards](#)

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[The Five C's](#)

[Ohio Model Curriculum](#)

[American Association of Teachers of Spanish and Portuguese](#)

[Real Academia Española](#)

[World Culture Encyclopedia](#)

<http://www.brighthubeducation.com/spanish-lesson-plans/128207-teaching-the-imperfect-spanish-verb-tense/>

<http://grammar.spanishintexas.org/verbs/narration/>

<https://www.pinterest.com/aks4pack/un-acto-heroico/?lp=true>

YouTube video

<https://www.pinterest.com/pin/444519425702178975/>

<https://www.pinterest.com/pin/444519425696557717/>

Storybird

[http://storybird.com/books/el-mejor-regalo-para-](http://storybird.com/books/el-mejor-regalo-para-pablo/?token=e5cv9v&utm_source=storybird&utm_medium=email&utm_campaign=share-book)

[pablo/?token=e5cv9v&utm_source=storybird&utm_medium=email&utm_campaign=share-book](http://storybird.com/books/el-mejor-regalo-para-pablo/?token=e5cv9v&utm_source=storybird&utm_medium=email&utm_campaign=share-book)

<http://jacobsesp3.blogspot.com/2012/06/en-las-noticias-un-acto-heroico.html>

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

Interpretive:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal:

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational:

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Imitate appropriate gestures and intonation of the target culture(s)/language during housing related interactions. - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits related to houses, sizes, shapes, colors, numbers
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Choral read/repeat house related vocabulary - Say numbers/identify numbers 1 - 10 - Say shapes/identify shapes of houses, as well as as colors, numbers, sizes
1.0	<p>With help, partial success at level 2.0 content and level 3.0 content:</p>
0.0	<p>Even with help, no success</p>

Unit Modifications for Special Population Students

Advanced Learners	<p>Use differentiation strategies to allow students to reach their own proficiency level. Review Can Do statements and ACTFL Proficiency guidelines for each mode (Interpersonal, Interpretive and Presentational) to allow students to reach their full potential. The Novice Mid, Novice High and Intermediate Low guidelines are included at the beginning of this document.</p> <p>Gifted and Talented website: https://www.state.nj.us/education/aps/cccs/gandt/</p>
Struggling Learners	<p>NJ Tiered Systems of Support https://www.state.nj.us/education/njtss/ Review templates for Universal Designs for Learning Refer to I&RS Committee for strategies/assistance</p>
English Language Learners	<p>Review FABRIC document in NJDOE site for English Language Learners. Become trained in Sheltered English Instruction Meet with ESL teacher for modifications/strategies https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm https://www.state.nj.us/education/bilingual/resources/</p>
Special Needs Learners	<p>Allow more wait time, follow IEP or 504 for student Refer to guidance counselor or case worker with questions. https://www.state.nj.us/education/njtss/</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Unit Title: My Birthday Party**Unit Description:**

This unit scaffolds calendar/season information previously learned and adds clothing and shopping for a party in various seasons. It also introduces lunch/dinner/dessert foods in a fun way.

Unit Duration: one marking period**Desired Results****Standard(s):****Interpretive Mode of Communication**

Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpretive:**Core Idea:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal:

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational:

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

The World Language curriculum supports the following NJSLS ELA standards:

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure RL.K.4. Ask and answer questions about unknown words in a text. RL.K.5. Recognize common types of texts (e.g., storybooks, poems). RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Science, Health, and Social Studies Kindergarten units are also supported in this curriculum.

Interdisciplinary Connections

Indicators:

[ELA / WL Alignment](#)

Science

<https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf>

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI) Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA)

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

Integration of 21st Century Skills

Indicators:

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Focus on standards 9.1, 9.2 and 9.4

For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a

whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness

To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders.

Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Indicators:

Interpretive: The Novice-Mid language learner understands and communicates using a variety of words, phrases and memorized expressions and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal: The Novice-Mid language learner understands and communicates a variety of words, phrases and memorized expressions to independently:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational: The Novice-Mid language learner understands and communicates a variety of words, phrases and memorized expressions to independently:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural Content Statement(s): Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Understandings:

Students will understand that...

- Celebrations are universal and there are many similarities in the manner in which birthdays are recognized internationally, including the Happy Birthday song, identifiable in almost all languages.
- There are also differences in celebrations, given family relationships and cultural dynamics, as well as cultural importance assigned to various ages considered landmarks in life and development.
- Foods have been absorbed and assimilated in the local and national diets and menus that have origins in Spanish speaking countries.
- There are new foods, flavors, dishes and recipes that I can learn about and even enjoy.
- I can learn the Spanish words for food items that I eat every day.

Essential Questions:

- How are birthdays celebrated in the target culture and how do they compare to how I celebrate my birthday?
- How can we learn to be more tolerant and inclusive?
- What are important milestones in my culture(s) (such as the Sweet Sixteen, bar or bat mitzvah) and how do they compare with the target culture (recognizing that my culture may also be the target culture) such as the quinceañera?
- What birthday songs do we have in common and are there additional songs in the Hispanic culture?
- What foods with Spanish names do I already eat and/or am I already familiar with?
- How can I identify food groups and healthy items on the food plate in Spanish?
- How can I compare and contrast the calendar in my country to that of Spanish speaking countries?

Assessment Evidence**Performance Tasks:**

- Count from 1 - 31
- Months of the year
- Days of the week
- The date (day, number, month)
- Asking and answering "When is your birthday?"
- Party items
- Expressing needs using "necesitar"
- Ask and answer "How much does it cost?"

Other Evidence:

- Total Physical Response
- Singing/dancing to songs/chants
- Matching sentence strips with visual cues
- Matching pictures
- Explaining differences in the calendar structure; such as the day of the week they begin and end on, capitalization differences, etc.
- Exit passes

<ul style="list-style-type: none"> • Interactions in a store • Write simple sentences • Describe where an event takes place using location and community vocabulary previously learned • Order and pay vocabulary (I would like, please bring me, I need, and Do you have?) • Extend, accept and refuse an invitation • Memorized questions related to paying and types of payment (en efectivo, tarjeta de credito, etc.) • Expressing ages • Basic clothing vocabulary (shirt, socks, pants, blouse, skirt, dress, shoes, sneakers, jeans, t-shirt, bathing suit, shorts) • Cultural practices around birthdays in the Spanish-speaking world • Haber and hay (numbers) • Preferences with gustar and negatives (me gusta/no me gusta) • Querer versus necesitar 	<ul style="list-style-type: none"> • Pictionary • Matamoscas • TPR • White Board responses • Quizlet/Quizzit • Socrative • Role Plays • Academic Games • Headbandz game with classroom objects • Video games/Youtube using vocabulary • Drawing • Sorting • Vimeo, Animoto.com, video photobooth, MoMa, Tellegami
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Benchmarks

Assessing Performance	Assessing Proficiency
Based on instruction: Describes what the language learner can demonstrate based on what was learned	Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts	Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned	Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices.	Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

Integrated Performance Assessment with Can-Do statements Matching foods and drink TPR numbers and colors, Communicating hunger, thirst, likes, dislikes Responding to the questions, "How old are you?" "When is your birthday?"

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Learning Plan

Learning Activities:

Sing José Luis Orozco's [Bate, bate chocolate](#)

Create [birthday bookmarks](#).

Using plastic food manipulatives to identify food names, categorize food into groups as well as into meals.

State likes and dislikes of food items using the food realia

NOTE: All TPT activities listed are free.

Teacherspayteachers (TPT) printable [activity](#) of foods that you like and foods you don't like.

TPT [comecocos](#) activity game of food likes/dislikes.

TPT [food categories and bingo](#) activity.

Read this [Storybird storybook](#) on the characters' likes/dislikes.

Listen to the [fruits vegetables](#) and [drinks](#) then play the Listening Challenge in top right corner.

Create a [fruit mini-book](#)

Reinforce 2nd grade health unit concepts of healthy food selection.

Listen to [food vocabulary](#) then play the corresponding text and audio games.

Sing Feliz cumpleaños and view other traditional birthday songs.

TPT [Months/seasons](#) interpersonal activity.

Create a calendar for the month.

Play line up, with groups of 7 each holding a card with the day of the week; they must put themselves in order from lunes-domingo.

Play day and month and food bingo.

Review with Quizlet, Quizziz and Kahoot.

Sing the months to the tune of "La Cucaracha" with the words cha, cha, cha sung after the word diciembre

Resources: See resources listed under first unit and links noted in learning activities.

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

Interpretive:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal:

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational:

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Imitate appropriate gestures and intonation of the target culture(s)/language during activities - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits related to weather, seasons, months
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Choral read/repeat months, weather and season vocabulary - Repeat, sing along with weather and months songs - Repeat various states of climate - Point to pictures
1.0	<p>With help, partial success at level 2.0 content and level 3.0 content:</p>
0.0	<p>Even with help, no success</p>

Unit Title: Visit to my doctor

Unit Description:

This unit scaffolds what was learned in Kindergarten and First Grade. Students will express how they are feeling and revisit body part vocabulary.

Unit Duration: one marking period

Desired Results

Standard(s):

Interpretive:

Mode of Communication

Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpretive:

Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal:

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
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- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational:

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

The World Language curriculum supports the following NJSLA ELA standards:

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure RL.K.4. Ask and answer questions about unknown words in a text. RL.K.5. Recognize common types of texts (e.g., storybooks, poems). RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Science, Health, and Social Studies Kindergarten units are also supported in this curriculum.

Interdisciplinary Connections

Indicators:

[ELA / WL Alignment](#)

Science

<https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf>

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI) Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA)

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

Integration of 21st Century Skills

Indicators:

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

Focus on standards 9.1, 9.2 and 9.4

For NJSLs-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims,

points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness

To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Individuals from different cultures may have different points of view and experiences	Culture and geography can shape an individual's experiences and perspectives	Awareness of and appreciation for cultural differences is critical to avoid	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences

Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders.

Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.

Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world

Indicators:

Interpretive: The Novice-Mid language learner understands and communicates using a variety of words, phrases and memorized expressions and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal: The Novice-Mid language learner understands and communicates a variety of words, phrases and memorized expressions to independently:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational: The Novice-Mid language learner understands and communicates a variety of words, phrases and memorized expressions to independently:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural Content Statement(s): Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Understandings:

Students will understand that...

- Cultural practices around medicine are different in other countries
 - Questions are formed differently in Spanish
 - “Tener” is used for different grammatical structures and expressions than in English.
 - Concepts of safety and health are universal
- Mindfulness concepts of body parts/breath as an anchor

Essential Questions:

- How do I add more details to my conversation/writing to move up on the proficiency scale?
- How are questions formed differently in English and Spanish?
- How do I use “tener” to express myself in Spanish?
- How can I apply what I learn in Health to stay safe and healthy in Spanish?
- How can I use breath and body parts as an anchor to stay mindful in Spanish?

Assessment Evidence

Performance Tasks:

- Describe how they feel
- Expressing sickness using “estar enfermo/a”
- Expressing hurts using “dolerse”
- Ask memorized questions “Cuantos años tienes?” And “Como te llamas?”
- Combine body parts with colors and numbers.
- Name and point to face, eyes, ears, nose, mouth, teeth, hair, head, shoulders, legs, feet and stomach
- Ask memorized question: “Que te duele? And Como te sientes?”
- Respond using me duele
- Identify, recognize and use different vocabulary words that will appear during the reading: Pelos by Todd Par and Mi Cuerpo by Gladys Rosa-Mendoza; De la Cabeza a los Pies by Eric Carle; 5 Monitos Brincando en la Cama Un Caso Grave de Rayas by David Shannon

Other Evidence:

- Draw a “monster” and label various body parts. Color in body parts and label colors.
- Write a description of a different “monster” and dictate that description (including body parts and colors) to partner to draw.

Benchmarks

Assessing Performance

Assessing Proficiency

Based on instruction: Describes what the language learner can demonstrate based on what was learned

Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired

Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts

Spontaneous: Tasks are non-rehearsed situations

Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned

Broad content and context: Context and content are those that are appropriate for the given level

Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices.

Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

Integrated Performance Assessment with Can-Do statements Matching body parts, Draw a picture of a character as the teacher dictates its body parts, Label body parts from a character in one of the books listed above.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or

- immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Learning Plan

Learning Activities:

TPR (Total Physical Response) with body parts.

Listen to and act out a body part song about what hurts from Sing, Dance, Laugh and Eat Tacos 2 CD [Me duele la cabeza](#).

Watch and act out the song [Cabeza, hombros, rodillas, pies](#)

View this [PowerPoint](#) about what body parts correspond with various clothing articles, as well as what body parts hurt.

Listen to this traditional song [El burro enfermo \(The sick donkey\)](#) by Jose Luiz Orozca and complete this [corresponding body parts activity](#)

Read this [Storybird book](#) on friends and body parts.

Play [drag and drop](#) and wait for the baby's face to appear.

Click on and listen to [body parts](#). Then click on the Listening Challenge in the top right corner of the page.

Click on and listen to [advanced body parts](#).

Respond to questions about what hurts.

Monsters- Call out a part of the body in Spanish. Students will draw this on their paper, and then pass to the student next to them who will draw the next number and body part.

Play Simon Says with parts of the body as class, then small groups with student leaders.

Use "tener" to express age; ask and answer questions about age.

Mindfulness activities of body parts and breath as anchors, explore cognates with the respiratory system.

Use Mindfulness as extension of Second Grade Health Unit to manage stress.

Present hand washing, dental hygiene activities

TPR healthy self-care habits such as hand washing (while singing the alphabet song from Sing, Dance, Laugh and Eat tacos)

Practice Stop, Drop and Roll for fire safety in Spanish.

Resources: See resources listed in first unit and links under learning activities.

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

Interpretive:

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- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
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- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
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Interpersonal:

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

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- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational:

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Imitate appropriate gestures and intonation of the target culture(s)/language during interactions around body parts and what hurts. - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits related to body parts, and feelings.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Choral read/repeat body part words - Repeat phrases regarding what hurts <p>Point to pictures</p>
1.0	<p>With help, partial success at level 2.0 content and level 3.0 content:</p>
0.0	<p>Even with help, no success</p>

Unit Title: My Continents, My World My Continents, My World

Unit Description: Students will make connections with other content areas while gaining a perspective of other cultures. They will compare the language and culture studied to their own as they recognize their and others' participation in home and global communities.

Unit Duration: one marking period

Desired Results**Standard(s):****Interpretive Mode of Communication**

Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpretive:

Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal:

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational:

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

The World Language curriculum supports the following NJSLA ELA standards:

NJSLA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLA.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure RL.K.4. Ask and answer questions about unknown words in a text. RL.K.5. Recognize common types of texts (e.g., storybooks, poems). RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Science, Health, and Social Studies Kindergarten units are also supported in this curriculum.

Indicators:

[ELA / WL Alignment](#)

Science

<https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf>

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI) Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA)

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

Integration of 21st Century Skills

Indicators:

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Focus on standards 9.1, 9.2 and 9.4

For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2

By the end of grade 5

By the end of grade 8

By the end of grade 12

Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
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Global and Cultural Awareness

To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders.

Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Indicators:

Interpretive:

The Novice-Mid language learner understands and communicates using a variety of words, phrases and memorized expressions and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal: The Novice-Mid language learner understands and communicates a variety of words, phrases and memorized expressions to independently:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational: The Novice-Mid language learner understands and communicates a variety of words, phrases and memorized expressions to independently:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural Content Statement(s): Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Understandings:

Students will understand that...

- They can compare and contrast descriptions of maps, continents, countries and other geographical terms.
- The weather in the Southern Hemisphere is opposite the weather/season in the North.
- The Spanish culture has had a major influence on our language, food, architecture, music, dance, film, sports and way of life.
- Los Angeles California has the second highest population of Mexicans in the world – Mexico City is the first.

Essential Questions:

- How can I compare and contrast geographical models of delineating regions such as continents in the U.S. and how they are defined in other cultures (i.e.: America is considered one continent in most other cultures)?
- What cognates do I see in Spanish for the names of oceans, regions, countries, mountains, lakes, etc.?
- What is the difference between football and American football?
- What are the differences in the seasons/weather in North and South America?
- What animals live in the wild in my community and what animals are native to countries where Spanish is spoken?

Assessment Evidence

Performance Tasks:

- 7 continents and cardinal directions
- Spanish-speaking countries
- Difference between football (soccer) and American football
- Soccer phrases and its importance around the world
- World Cup and countries that host
- Colors of uniforms of various Spanish-speaking countries
- Expressing where they are from using SER
- Influence of Spanish athletes in baseball, tennis, soccer
- Famous Spanish artists, actors, comedians, singers
- Flags of several Spanish-speaking countries
- Biodiversity and what animals are native to environments of land and/or water in Hispanic countries.

Other Evidence:

- Identify major geographical areas on Spanish Hugg-a-planet cloth globes.
- Ask and answer “Where is...?” In Spanish about various countries, continents and regions.
- Online interactive map games and activities

Benchmarks

Assessing Performance

Based on instruction: Describes what the language learner can demonstrate based on what was learned

Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts

Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned

Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices.

Assessing Proficiency

Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired

Spontaneous: Tasks are non-rehearsed situations

Broad content and context: Context and content are those that are appropriate for the given level

Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

Integrated Performance Assessment with Can-Do statements Matching countries to continents Point to correct country on globe Respond to the question, “Where is (name of country or continent)?”

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Learning Plan

Learning Activities:

Click on the [continents](#) in Spanish.

[Los Paises Hispanos](#) song from Sing, Dance, Laugh and Eat Tacos CD

Identify countries from the song on the Hugg-a-planet cloth globes

Learn the countries of Central and South America on this [interactive map](#), then play this [game](#) and this [game](#).

Click on any Spanish speaking country on [Kids National Geographic](#) to learn about that country.

Click on any Spanish speaking country to learn about that country's [flag](#)

KWL Graphic Organizer of Soccer and the World Cup

Online interactive map games and activities

Draw your flag and the flag of your favorite Spanish speaking country. Label the colors.

Present music and rhythm through a previous World Cup song by Shakira, "Waka, Waka." [Lyrics only video](#)

Ask and respond to questions about place of origin.

Use TPR in presenting names of sports.

Online activities identifying flags, colors in Spanish and what the colors represent.

Create graphic organizer to compare seasons and weather in North and South America.

Listen to, read and see beautiful pictures of [animals](#)

Learn names of animals through online activities and puppets.

Compare and contrast animals indigenous to the local community and Spanish speaking communities.

List animals seen in backyards, neighborhoods, parks and zoos.

Venn Diagram of animals that are in distinct countries and animals that live in both areas compared

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

Interpretive:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal:

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational:

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Imitate appropriate gestures and intonation of the target culture(s)/language during geographical discussions. - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits related to geography, countries and continents.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Choral read/repeat country/continent names - Sing along with songs that are country related - Point to countries on globes and maps
1.0	<p>With help, partial success at level 2.0 content and level 3.0 content:</p>
0.0	<p>Even with help, no success</p>